

## Al-Noor Primary School

### Safeguarding and Child Protection Policy

This policy was reviewed and adopted in September 2012.

The policy is to be reviewed on 1<sup>st</sup> September 2013.

Designated members of staff are: Someera Butt and Majid Ishaque (in the absence of Someera Butt).

#### 1.0 Introduction

- 1.1 Al-Noor Primary considers every child to be an amanah – a trust, from parents and from Allah. We believe that we are under obligation to work sincerely towards fulfilling our aims and promises.
- 1.2 The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to safety and protection, regardless of age, gender, race, culture or disability in our school.
- 1.3 In our school we respect our children and strive to care for their individual needs. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves.
- 1.4 Our teaching of personal, social and health education and citizenship, as part of the National Curriculum, helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.
- 1.5 This policy is made available to all parents on the school website and in hard copy on request from the school office. This is made clear in the school's Prospectus given to all prospective parents and the school's Parents' Handbook given to parents of children enrolled at the school.
- 1.6 This policy has been developed in accordance with the local authority's (Redbridge) model Safeguarding Children policy for schools which was reviewed by LB Redbridge Safeguarding Officer August 2009. It is thus also in accordance with the principles established by the Children Act 1989 and 2004; and in line with the following:  
  
"Working Together to Safeguard Children" 2013  
"London Safeguarding Children's Board Procedures" 4<sup>th</sup> Edition  
"What To Do If You Are Worried A Child Is Being Abused" 2006 (Appendix 1) <sup>1</sup>  
Safeguarding Children and Safer Recruitment in Education<sup>2</sup> 2007  
Redbridge Local Safeguarding Children's Board
- 1.7 The Board of Trustees at Al-Noor Primary School takes seriously its responsibility under section 157 of the Education Act 2002 (section 175 in relation to the state sector) to safeguard<sup>3</sup> and promote the welfare of children; and to work together with other agencies to

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<sup>1</sup> What To Do If You Are Worried A Child is being Abused [www.doh.gov.uk/safeguardingchildren/index.htm](http://www.doh.gov.uk/safeguardingchildren/index.htm)

<sup>2</sup> Safeguarding Children and Safer Recruitment in Education (1<sup>st</sup> January 2007)

<sup>3</sup> Safeguarding (as defined in the Joint Inspector's Safeguarding report is taken to mean "All agencies working with children, young people and their families take all reasonable measures to ensure that the risk of harm to children's welfare are minimised" and "where

## Safeguarding and Child Protection Policy

ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

- 1.8 We recognise that all staff members<sup>4</sup> and trustees have a full and active part to play in protecting our pupils from harm and that the child's welfare is our paramount concern.
- 1.9 All staff members strongly believe that our school should provide a safe, caring, positive, God-conscious and stimulating environment that promotes the social, physical, spiritual, emotional and moral development of the individual child.
- 1.10 The aims of this policy are:
- 1.10.1 To support each child's development in ways that will foster security, confidence and resilience in line with the school's aims.
  - 1.10.2 To provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
  - 1.10.3 To raise the awareness of all teaching and non-teaching staff members of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of 'children in need', abuse or neglect and to be aware of signs of abuse in non-verbal children.
  - 1.10.4 To provide a systematic means of monitoring children known or thought to be in need or at risk of harm, and ensure we at Al-Noor Primary school contribute to assessments of need and support plans for those children, alongside other agencies e.g. Social Services, Children with Disabilities Team, the Police and, if applicable, School Nurse and Education Welfare Officer.
  - 1.10.5 To acknowledge the need for effective and appropriate communication between all members of staff members in relation to safeguarding pupils.
  - 1.10.6 To set out a structured procedure and framework within the school that will be followed by all members of the school community in cases of suspected need, abuse or neglect.
  - 1.10.7 To develop effective working relationships with all other agencies, involved in safeguarding children, as above.
  - 1.10.8 To ensure that all adults within our school who have access to children have enhanced CRB checks. This includes other community users of our facilities.
  - 1.10.9 To equip staff members to be able to identify possible cases of 'additional needs', abuse or neglect by informing them about their indicators.
  - 1.10.10 To set-out what our school does to safeguard all our pupils.

## 2.0 Definitions ('additional needs', 'abuse' & 'neglect')

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there are concerns about children and young people's welfare, all agencies take all appropriate actions to address those concerns, working to agreed local policies and procedures in full partnership with other agencies"

<sup>4</sup> "Staff members" covers ALL adult staff members on site, including temporary, supply and ancillary staff members, and volunteers working with children

2.1 The following categories of abuse or neglect are recognised and defined by “Working Together 2006” and are utilised as part of the assessment criteria for determining whether a child/young person may be at risk of significant harm and subject to a child protection plan.

2.2 Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children. Appendix 2 contains descriptors for each of the following forms of abuse.

**2.2.1 Physical Abuse**

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child. Sites of physical abuse are covered during staff training and also given in Appendix 3.

**2.2.3 Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child’s emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill treatment of another. It may involve serious bullying causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

**2.2.4 Sexual Abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

**2.2.5 Neglect**

Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

**2.3 ‘Additional needs’**

This is a broad term used to describe all those children at risk of poor outcomes in relation to the five outcomes defined in Every Child Matters. These are children who would benefit

from extra help from additional services (public and voluntary) in order to make the best of their life chances and achieve the ECM outcomes.<sup>5</sup> Descriptors for this published by the Redbridge Children's Trust are given in Appendix 4. In particular, it must be noted that children with 'additional needs' need support, termed as 'early intervention', to avoid an escalation of problems that might eventually lead to their case becoming a much more grave, child protection issue.

### 3.0 Procedures

- 3.1 Our school procedures for safeguarding children will be in line with The London Safeguarding Children's Board Procedures 3<sup>rd</sup> edition, and "Working Together to Safeguard Children". We will ensure that:
- 3.1.1 The Board of Trustees at Al-Noor Primary School understands and fulfils its safeguarding responsibilities.
  - 3.1.2 We have a designated senior member of the leadership team for child protection who has undertaken Designated Staff training at level 2 and above and who undertakes refresher training every two years. This is the serving headteacher, Someera Butt.
  - 3.1.3 We have a member of staff who will act in the Designated member of staff's absence who has also received appropriate training at levels 1 and 2 and who will have been briefed in the role. This is the serving deputy headteacher, Majid Ishaque.
  - 3.1.4 Each member of staff will receive training as arranged by the Designated staff member in order to develop their understanding of the signs and indicators of abuse or neglect at least once every three years.
  - 3.1.5 Each staff member and volunteers and trustees will be made aware of how to respond to a pupil who discloses abuse or neglect and the procedure to be followed in appropriately sharing a concern or disclosure of possible abuse or neglect.
  - 3.1.6 Each parent/carer will be made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding and Child Protection Policy, and reference to it in our prospectus, parental handbook, home school agreement and website.
  - 3.1.7 Our lettings policy will ensure the suitability of adults working with children on school sites at any time.
  - 3.1.8 Community users organising activities for children are aware of and understand the need for compliance with the school's child protection guidelines and procedures.
  - 3.1.11 Our selection and recruitment policy includes all checks on staff suitability including Criminal Records Bureau checks as recommended by the DfE and in accordance with current legislation.
  - 3.1.12 At Al-Noor Primary School we take these responsibilities very seriously and any member of staff causing concern would be challenged by Someera Butt or staff who will act in her place insha'Allah.

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<sup>5</sup> As defined in 'Service Thresholds and Descriptors 2009', Redbridge Children's Trust

3.1.13 Our procedures will be annually reviewed and up-dated.

3.1.14 The names and photographs of the designated staff members will be clearly shown in the school and on the school's website, with a statement explaining the school's role in referring and monitoring cases of suspected abuse or neglect.

3.1.15 All adults, including supply teachers and volunteers new to our school will be made aware of the designated member of staff and the booklet "What to do if You're Worries a Child is Being Abused", and have these explained as part of their induction into the school.

## 3.2 Vetting of all staff

3.2.1 All members of staff are appointed, from ancillary to teaching staff, subject to successful clearance via List 99 check, CRB check, identity check, qualifications check and character and professional references being received in order to ensure that there is no evidence of offences involving children or any risk of abuse towards children. Whilst staff members can begin working before a CRB check has cleared, this is only if the List 99 check has been successful and they are supervised by another member of staff already successfully vetted.

3.2.2 The school follows the safer recruitment procedures in the statutory guidance "Safeguarding Children and Safer Recruitment in Education 2007".

3.2.3 The name of any member of staff considered unsuitable to work with children will be notified to the Independent Safeguarding Authority (ISA) with the advice and support of the school's education committee of the board of trustees and school solicitors.

3.2.4 If a member of staff has been abroad for longer than three months, we require they give us a police check/certificate from the police department in the locality in which they resided.

3.2.5 We keep a central record of all checks made on staff including List 99, CRB, police and in due course ISA checks.

3.2.6 We regard all information relating to individual child protection issues as confidential, and we treat this accordingly. We only pass information on to appropriate persons.

3.2.7 All adults on site from other organisations such as supply agencies or other schools would be subjected to similar checks as in 3.2.1 above.

3.2.8 All adults, (including supply teachers and volunteers) new to our school will be made aware of the school's policy and procedures, the name and contact details of the Nominated Safeguarding Adviser and the booklet "What to do if You're Worried a Child is Being Abused", and have these explained, as part of their induction into the school.

## 4.0 Responsibilities: Designated Person/Staff Member

4.1 At Al-Noor Primary we understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children. We have a Designated member of staff for child protection who is responsible for:

4.1.1 Referring a child if there are concerns about a child's welfare, possible abuse or neglect to Social Services within 24 hours of a disclosure or suspicion of abuse, liaising with the parents of the child unless the parents are the perpetrators of the abuse or there is real risk of further harm to the child if parents are informed. A

## Safeguarding and Child Protection Policy

written referral using the Multi Agency Referral Form will be faxed or emailed to Social Services (the Child Protection Assessment Team, CPAT), within the borough the child subject to referral resides, as soon as possible within the school day for a child protection concern.

- Contact details for CPAT for Redbridge residents: Lynton House, 255-259 High Road, Ilford IG7 4DA, Phone number 020 8708 3885 (9am-5pm), out of hours number 020 8590 2855 (5pm – 9am), Emergency number 020 8708 3885, Fax no 020 8708 3886, email [CPAT.referrals@redbridge.gov.uk](mailto:CPAT.referrals@redbridge.gov.uk). All URGENT out of hours referrals must be routed through the Emergency Duty Social Work Team contacted via Redbridge Control Centre on 020 8553 5825.
  - The referral will be followed up by a phone call to Linda Wastell, the CP Education liaison officer, on 020 8708 3304 if the Designated staff member is not contacted within 24 hrs or a more speedy response is needed. No decisions will be taken nor action until the CPAT team advise the next steps.
  - In the case of injuries, allegations or evidence of a crime having been committed, the Designated staff member will liaise with the headteacher to call the police.
  - All queries on whether a referral should be made will be discussed with the Redbridge' Safeguarding Officer, Les Newton on [les.newton@redbridge.gov.uk](mailto:les.newton@redbridge.gov.uk), 07903 211 521.
  - The Designated staff member can follow up referrals by calling the CPAT team and should be informed about the timing of any strategy meetings by them. It is normal following this that a decision is reached regarding the process of any investigation; this may also include the timing, nature and identification of the appropriate person to inform the parents/carers of the referral (if this has not already been done).
  - Dependant on age and level of understanding a child will be kept informed at all times about the school's actions and procedures for dealing with child protection concerns within the school and beyond. The Police and/or Social Services may carry out an investigation. The child will be offered support throughout the periods of investigation by the Designated staff member or other identified appropriate person and may be given other information about confidential sources of support.
  - Staff will be informed about child protection cases by the Designated staff member on a 'need to know' basis. The school will continue to monitor pupils who are subject to a child protection plan, LAC and 'Children in Need' and will continue to inform parents/carers of his/her educational progress. In addition an Education Welfare Officer will monitor their attendance and need to know about children on child protection plans and those 'in need'.
- 4.1.2 Referring a child with 'additional needs' for discussion on an ERIC (Early Recognition and Intervention Council) panel to the local Children's Resource Centre, at 53 Albert Road Children's Centre, Albert Road, Ilford, Essex, IG1 1HL, Tel 020 8708 9501, after obtaining parental consent and using a CAF detailing identified needs, ensuring the parents of children are party to all decision making and discussions. The referral will be followed up by a phone call to the centre if the

## Safeguarding and Child Protection Policy

Designated staff member is not contacted within two weeks. No decisions will be taken nor action until the ERIC panel advise the next steps.

- 4.1.2 Ensuring that detailed and accurate written records of concerns about a child are kept even if there is no need to make an immediate referral.
- 4.1.3 Ensuring that all such records are kept confidentially and securely and are separate from pupil records, with a front sheet listing dates and brief entry to provide a chronology.
- 4.1.4 Indicating on the inside of the child's main file that there is a confidential file held by Someera Butt.
- 4.1.5 Acting as a focal point for staff members concerns and liaising with other agencies and professionals (as listed above).
- 4.1.6 Ensuring that either they or another appropriately informed member of staff (class teacher, parent support adviser as appropriate) attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the CAF and Framework for Assessments process, and provides a report which has been shared with the parents as appropriate, ensuring that reports for conferences must be objective and evidence based and distinguish between fact, observation, allegation and opinion.
- 4.1.7 Ensuring that any absence of two days, without satisfactory explanation, of a pupil currently subject to a child protection plan is referred to their Education Welfare Officer and/or a Social Worker and that they are informed about every child that may be subject to a child protection plan or a child in need plan.
- 4.1.8 Ensuring that all school staff members are aware of the school's CP policy and procedures and know how to recognise and refer any concerns.
- 4.1.9 Providing, with the Headteacher, an annual report for the Board of Trustees at Al-Noor Primary School, detailing any changes to the policy and procedures; training undertaken by Designated Members of Staff, and by all staff members and trustees; relevant curricular issues, number and type of incidents/cases, and number of children referred to social services and subject to child protection plans (anonymised).
- 4.1.10 Keeping themselves up to date with knowledge to enable them to fulfil their role, including attending relevant training, at least every two years. (Training certificates given in Appendix 5.)
- 4.1.11 Training all staff members at least once every three years (legal minimum).
- 4.1.12 Ensuring that any deficiencies or weaknesses in child protection arrangements that are remedied as soon as they become apparent or are raised.
- 4.1.13 Store child protection records separately from pupils' school records, marking them 'confidential' and keeping them securely locked. They will include the date, event and action taken in cases of suspected child abuse or when the child/young person has a child protection plan. Child protection records can be kept on computer and are exempt from the disclosure provisions of the Data Protection Act 1998. For manual records, the Education (School Records) Regulations 1989 exempt information relating to child abuse from the requirement of disclosure. However in

cases of child abuse which come to court, the court may require the school to provide its child protection records. When a child/young person subject to a child protection plan changes school the information will be transferred to the child's new school immediately (to Headteacher and new school Designated member of staff) and the Designated staff member will inform the key worker.

## **5 Responsibilities: Role of Staff Members**

- 5.1 All staff members are aware of their duty to be good role models for all pupils at our school. Staff members are given training in Safeguarding and Child Protection on joining the school or once annually along with all staff by the school's Designated staff member. It is the duty of each staff member to be vigilant in protecting the safety and welfare of all pupils.
- 5.2 It is the duty of each staff member to have attended training and have knowledge and understanding of the signs and indicators of abuse and follow the policy and procedures set out in this policy and the training they receive to deal with each instance they recognise those signs and indicators in a victim or in a perpetrator.
- 5.2 Staff members are allowed to use 'positive touch' at the school. A varying degree of physical prompts, guides and reassurances are appropriate for the age, learning needs and circumstances of a child. Positive touch is appropriate when it meets the needs of the child but in order to protect both staff and children it must be born in mind at all times that innocent actions can be misconstrued. Children may also find being touched uncomfortable or distressing for a variety of reasons. Staff must behave sensitively to a child's reaction to physical contact and act appropriately and always avoid touching pupils, however casually, in ways or on parts of the body that might be considered inappropriate. Staff members are instructed, upon joining the school, about appropriate physical contact with children, to avoid being in a room alone with a child and to ensure they never use pupil toilets nor knowingly enter them allowing the door to shut whilst pupils are using them, referring to the document "Guidance on Safe Working Practices for the Protection of Children and Staff members in Education Settings" (Appendix 6). This to ensure staff members do not place themselves in positions vulnerable to misinterpretation or allegations.
- 5.3 If any member of staff suspects that a child in his/her class may be a victim of abuse, or a child makes a disclosure to them directly, they must immediately inform the Designated staff member about their concerns.
- 5.4 A Child Protection Concerns Form (Appendix 7) must be filled in by the member of staff to whom the child has made a disclosure. He/she must avoid asking the child leading questions or taking statements and note down accurately the exact words spoken by the child. The date must be noted, along with other details marked on the form. This form must be handed to the Designated staff member who is the only member of staff allowed to store any records on child protection concerns.
- 5.5 If signs of abuse are manifest on the child's body, this must also be noted on the form pictorially.
- 5.6 All staff members maintain the privacy and confidentiality of the individuals involved though they must make clear that they cannot promise complete confidentiality to the pupil in order that they and potentially other children may be safeguarded. Staff members must refrain from discussing the case with anyone unrelated to it, other than the Child Protection Officer. Staff members have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies.

- 5.7 All staff members are expected to behave sensitively and professionally with pupils who are thought to be at risk of abuse.
- 5.8 It is the duty of every staff member to refer any safeguarding or welfare query they have about any pupil to the Designated member of staff, however minor it might seem. All staff members will share with all staff, during the daily staff briefing, any welfare concern they have about any pupil to enable the gathering of any relevant further information.
- 5.9 In the EYFS, our EYFS manager, Fatma Mirza, is the EYFS practitioner with lead responsibility for Safeguarding and Child Protection within the EYFS setting.
- 5.10 It is the duty of each staff member to ensure they conduct themselves in a manner befitting of a teacher and as a role model for pupils both in and out of school. Thus activities and behaviour indulged in outside of school must never reflect the school, their role and the profession in a poor light or bring the school into disrepute or give pupils a bad example. This includes the use of the internet and all other forms of media.

## **6 Supporting Children**

- 6.1 We recognise that a child who is abused or neglected, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame him/herself, and find it difficult to develop and maintain a sense of self worth.
- 6.2 We recognise that the school may provide the only stability in the lives of children who have been abused or neglected or who are at risk of harm.
- 6.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 6.4 Al-Noor Primary school will support all pupils by:
  - 6.4.1 Encouraging the development of self-esteem and resilience in every aspect of school life including through the curriculum.
  - 6.4.2 Promoting a caring, safe and positive environment within the school through the PSHE and SEAL curriculum, helping pupils to develop awareness of how to keep themselves safe, adopt a healthy lifestyle, including healthy eating and physical exercise and by encouraging them to form positive friendships and relationships.
  - 6.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
  - 6.4.4 Notifying Social Services as soon as there is a significant concern.
  - 6.4.5 Ensuring that a named teacher is designated for Looked After Children (LAC) and that an up to date list of children is regularly reviewed and updated. The designated person for this is the Designated staff member for Safeguarding and Child Protection, Someera Butt.
  - 6.4.6 Providing continuing support to a pupil (about whom there have been concerns) who leaves the school by ensuring that such concerns and school medical records are forwarded under confidential cover to the Headteacher and Designated member of staff at the pupil's new school as a matter of urgency, a photocopy of these records being kept in a confidential file, storage and retention of which is subject to

the school's Data Protection policy. This applies equally to those children who may be subject to a child protection plan.

## **7. Abuse of a pupil by another pupil**

- 7.1 Staff members discovering evidence of or allegations of abuse of one pupil by another must immediately report the issue to the school's Designated staff member and pass on any evidence they have in accordance with section 5.
- 7.2 The Designated member of staff will collect evidence and discuss the matter with the headteacher.
- 7.3 Where the Designated member of staff will decide whether to make a referral by discussing the matter with the Redbridge Safeguarding Officer for advice on how to proceed.

## **8 Confidentiality**

- 8.1 We recognise that all matters relating to child protection are confidential.
- 8.2 The Headteacher or Designated member of staff will disclose personal information about a pupil to other members of staff on a need to know basis only.
- 8.3 However, all staff members must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 8.4 All staff members must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.
- 8.5 The Headteacher or Designated member of staff will always undertake to share the school's intention to refer a child to social services with his/her parents/carers unless doing so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with social services on this point.
- 8.6 Child Protection records will be kept by Someera Butt, the Designated member of staff for Safeguarding and Child Protection. They will be kept separately from pupil school records, marked 'confidential' and securely locked. They will include the date, event and action taken in cases of suspected child abuse or when the child/young person has a child protection plan or is a child in need. Reports for conference will be objective and evidence based; they will distinguish between fact, observation, allegation and opinion.

## **9.0 Supporting Staff members**

- 9.1 We recognise that staff members working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 9.2 We will support such staff members by providing an opportunity to talk through their anxieties with the Designated member of staff and to seek further support. This could be provided for all staff members by, for example, the Headteacher, Someera Butt, by Occupational Health, and/or a teacher representative as appropriate.
- 9.3 We understand that staff members should have access to advice on the boundaries of appropriate behaviour. The document "Guidance on Safe Working Practices for the Protection of Children and Staff members in Education Settings" provides advice on this and the circumstances, which should be avoided in order to limit complaints against staff

members of abuse of trust, and/or allegations of physical or sexual abuse. These matters form part of staff members induction and are referred to in the staff handbook.

- 9.4 We recognise that designated staff members should have access to support (as in 9.2 above) and appropriate workshops, courses or meetings as organised by Children's Services or the local safeguarding children's board.

## **10 Allegations against staff members**

- 10.1 All school staff members should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children, or parents, to be conducted in view of other adults. (See also 5.2 above)
- 10.2 All staff members are aware of the school's behaviour/discipline policy and implement it carefully. This can be found in the staff handbook. Staff members are trained on induction and at least annually on its implementation.
- 10.3 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, no suggestions should be made to a pupil for alternative explanations for their worries, he/she must be listened to and heard. A written dated record should be immediately made of the allegations or as soon as practicable and within 24 hours. The pupil should be informed that the person listening is not able to promise confidentiality and has a responsibility to report any such allegations to the Designated member of staff. Consideration should also be given to others who may have suffered or are potentially at risk of significant harm.
- 10.4 The member of staff receiving the allegation will immediately inform the Headteacher, or the deputy head if the Headteacher is not present, or the most senior teacher if the deputy head is also not on-site. It is not the duty of any member of staff to investigate a child protection allegation.
- 10.4 The Headteacher/deputy head on all such occasions will give initial urgent consideration of whether or not there is sufficient substance in an allegation to warrant an investigation and discuss the content of the allegation with the Local Authority Designated Officer, Les Newton, who will assist in the initial consideration and provide advice as to the process of any potential investigation. After careful consideration the Headteacher may decide to make an immediate child protection referral to the [Lado@redbridge.gov.uk](mailto:Lado@redbridge.gov.uk) and [CPAT.Referrals@redbridge.gov.uk](mailto:CPAT.Referrals@redbridge.gov.uk). Consideration will also be given to the possibility of an internal discipline enquiry once any police investigation has been concluded.
- 10.5 If the allegation made to a member of staff concerns the Headteacher, the person receiving the allegation will immediately inform the Chair of Trustees who will consult as in 10.3.1 above, without notifying the Headteacher first.
- 10.6 The school will follow the Local Authority procedures for managing allegations against staff members as outlined in Chapter 5 "Safeguarding Children and Safer Recruitment in Education 2007". This is to be read in conjunction with chapter 15 of The London Procedures and DfE guidance "Dealing with Allegations of Abuse against Teachers and other Staff" 2011.
- 10.7 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult (as in 10.3.1-2 above) in making this decision.
- 10.8 Our lettings agreement for other users requires that the organiser will manage the suspension of adults where necessary from school premises.

- 10.9 The school's Safeguarding Adviser should ensure that the fullest details of allegations, including potential third hand disclosures (e.g. allegations made to 'allegers' by other pupils) are given to the LADO and put into the forms sent for the original 'allegers'. In addition it must be ensured that these issues are also directly addressed at joint strategy meetings, in case they are not explored during any investigation.
- 10.10 The school's Safeguarding Adviser should, after raising each pupil named as a witness or as having made a third party disclosure with the LADO and consulting with him/her and the panellists at the first strategy meeting (in particular the police) and requesting the go-ahead from the LADO and panellists, inform all their parents regarding the nature of the allegations and the extent of their child's involvement.
- 10.11 The school's headteacher should have regular meetings with all parents/families involved to keep them updated with the progress of the investigation, or to report, if it is the case, that there are no new developments, to keep them informed and allay anxiety.
- 10.12 In the event that any allegations made do not meet the threshold for criminal prosecution, the Headteacher is responsible for initiating an investigation into whether a disciplinary offence was committed. When interviewing children for such investigations, a witness from the school will be present and a parent will be also be invited.
- 10.13 When interviewing pupils or parents, the interviewer will send parents a copy of the record of interview for their checking and agreement as accurate representations of the interviews.
- 10.14 The headteacher will inform parents before announcing decisions post-disciplinary-investigation in case new facts or witnesses emerge that may impact its conclusions and the nature of disciplinary action to be applied.
- 10.15 The school will consult with the LADO to decide whether to report any member of staff against whom allegations have been substantiated to the relevant agency set up by the Secretary of State to deal with serious misconduct and to the Independent Safeguarding Authority within one calendar month of dismissal<sup>6</sup>.
- 10.16 The school will report to Ofsted within 14 days, any actual abuse or allegations of abuse occurring on the premises involving EYFS pupils.
- 10.17 The Board of trustees at Al-Noor Primary school is committed to creating a positive and safe working environment for its workers in line with its core values. The Board wants to create and maintain a working environment where individuals are treated with respect and dignity. The Board is opposed to all forms of unlawful discrimination, bullying and harassment of any kind. The Board, Headteacher and senior leaders are firmly committed to the success of this policy and all steps taken towards its achievement. Everyone had the right to be treated with respect and dignity in the workplace, irrespective of their level, status or position within the organisation. (See 'Dignity at Work & Bullying and Harassment Policy'.)

## 11 Whistle blowing

- 11.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so. Our Islamic ethos dictates that we act as 'a mirror to one another' – this is as a mirror of good advice and accurate feedback. This is also in the spirit of an important saying of the famous companion of the Prophet Muhammad, salAllahu

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<sup>6</sup> <sup>6</sup> Via the Independent Safeguarding Authority's relevant referral form and process.

'alayhi wa sallam, Umar ibn Al-Khattab, who said, 'Hold yourself to account before the Day of Account.' The Prophet Muhammad, SalAllahu 'alayhi wa sallam also said "Help your brother, whether he is an oppressor or he is oppressed." The Prophet was asked: "It is right to help him if he is oppressed, but how should we help him if he is an oppressor?" He replied: "By preventing him from oppressing others." (Bukhari)

- 11.2 All staff members should be aware of their duty to raise concerns about the attitude or actions of colleagues. They should raise their concerns with the line manager of the member/s of staff they suspect of wrong doing or failing to fulfil their obligations. If necessary they should raise their concerns directly with the headteacher. If the concerns are school-system-wide or concern the headteacher, they should raise them with the chair of trustees Daud Juneja. If the concerns are wider still then they should contact the Local Authority Designated Officer for Child Protection.

## **12 Positive Handling**

- 12.1 Our policy on positive handling by staff members is set out separately in the school's Use of Force and Physical restraint policy. It complies with governmental guidance on positive handling strategies and use of force as outlined by the 'Education and Inspections Act 2006' and the DfE 'Use of Reasonable Force, advice for head teachers, staff and governing bodies 2012'. This guidance states that staff members must only ever use physical intervention as a last resort, e.g. if a child is endangering him/herself or others and that at all times it must be the minimal force necessary, reasonable and proportionate, to prevent injury to another person whilst seeking to avoid causing injury to the pupil.
- 12.2 Such events should be recorded, dated and signed by a witness.
- 12.3 Staff members who are likely to need to use specialist positive handling techniques should be appropriately trained. Individual training in the form of the Team-Teach approach is supplied to Redbridge schools upon request by Children's Services Authority and focuses on de-escalation, diversion and diffusion strategies. Positive handling techniques can be devised to meet the individual needs of children with challenging behaviour. At Al-Noor Primary we do not have any staff trained in such techniques presently but will train a staff member if the needs arises.
- 12.4 We understand that positive handling of a nature that causes injury or distress to a child may be considered under child protection or disciplinary procedures. However it must also be accepted that in using reasonable and proportionate action this may sometimes results in the pupil concerned or member of staff receiving a mark or injury. The presence of such a mark or injury should not always be taken as evidence of malpractice on behalf of the member of staff.

## **13 Anti-Bullying**

- 13.1 Our policy on the prevention and management of bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

## **14 Racist Incidents**

- 14.1 Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. All racially motivated incidents are reported to the Redbridge Ethnic Minorities Achievement Team.

## 15 Prevention

- 15.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with effective lines of communication with trusted adults, supportive friends and an ethos of protection within their duty of care.
- 15.2 The school community will therefore:
- 15.2.1 Establish and maintain an ethos, which is understood by all staff members, which enables children to feel secure and encourages them to communicate their feelings and concerns whatever their mode of communication. Children's communication difficulties mean that staff must be vigilant at all times for signs of physical and emotional abuse and neglect.
  - 15.2.2 Ensure that all children feel there is an adult in the school whom they can approach if they are worried or in difficulty.
  - 15.2.3 Provide across the curriculum, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

## 16 Health & Safety

- 16.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children physically within the school environment. Our School Excursions policy details measures taken to protect pupils when away from the school on school trips and visits. We have both generic and individual risk assessments for staff and children, for in-school and for off-site activities.

## 17 After School Services

- 17.1 "Working together to Safeguard Children" (2006) recognises that pre-school children and the extended use of school premises play an important part in the lives of large numbers of children. Professionals working within these settings should know how to recognise and respond to the possible abuse or neglect of a child. The school does not have a pre-school group but does have a large number of supplementary classes and clubs held on and off-site.
- 17.2 All organisations or services including private, voluntary and those that must be registered by Ofsted under the Children Act 1989 should have a written statement based on the procedures laid out in the booklet "What To Do If You're Worried A Child Is Being Abused" 2006. This statement should clearly set out staff members responsibilities for reporting suspected child abuse or neglect in accordance with Local Safeguarding Children's Board procedures (The London procedures in the case of Redbridge) and should include telephone numbers for the local police and children's social services.

## 18 E-Safety

- 18.1 Each classroom contains a password protected PC for staff use and pupils use under teacher direction and supervision. The ICT room contains sufficient numbers of PCs for each pupil in a class to use during a teaching session in the ICT room. This room can only be used by pupils strictly under staff supervision.
- 18.2 Password rules apply to log in to the school system. Pupils do not have access to the password. PC's are logged in by the class teacher/TA.

## Safeguarding and Child Protection Policy

- 18.3 Internet sites needed for use in lessons must be researched and vetted for their suitability by teachers before lessons at the planning stage, to ensure they are appropriate. If appropriate they must be logged on the school ICT white list once this has been created.
- 18.4 Pupils must never be allowed to use staff accounts to access internet or work on PCs.
- 18.5 Internet explorer must be opened and accessed on each PC when needed for a lesson, by the class teaching assistant, before children come in for a lesson.
- 18.6 Internet use to be closely supervised and monitored at all times by the class teacher and TA.
- 18.7 Any child found to be trying to access inappropriate material on the computers must be taken to the headteacher and the usual disciplinary protocols adhered to (detailed witness accounts written down by staff member).
- 18.8 All rules apply even if groups of children have used the room temporarily or for other lessons.
- 18.9 The school recognises that a lock-down approach is not the best way to safeguard pupils as found in recent research conducted by Ofsted<sup>7</sup>. Thus we believe teaching pupils how to deal with the threats posed by the internet is a much better approach and is also in line with Redbridge' eSafety Strategy which the school will aim to follow (Appendix 8).
- 18.10 Safe internet use is taught to pupils in year six currently accompanied by a parental workshop on the subject for all parents. The school plans to begin teaching eSafety earlier on in the school from next year. From year three, pupils will be taught about the possible dangers on the internet and how to navigate it safely.
- 18.11 The school will also conduct a self-audit to accompany this change.
- 18.12 Research also demonstrates that pupils are at a higher risk of cyber bullying than they are from sexual grooming or viewing content of a sexual or pornographic nature. Our curriculum for safety will be part of our PSHE/SEAL/Khuluq Curriculum and reflect this balance of risk God willing.
- 18.13 All eSafety incidents will be subject to Redbridge' eSafety incident reporting procedures. An eSafety incident is an occasion where the misuse of technology has had a negative impact on the safety, security or well-being of pupils or staff members.<sup>8</sup>
- 18.14 All parents sign an e-safety agreement in entry to Al-Noor Primary School, based on guidance from the LSCB e-safety document.
- 18.15 The E-safety officer at Al-Noor Primary School is Majid Ishaque, the deputy Headteacher. It is his responsibility to maintain a database of any incidents reported to Redbridge and to provide monthly reports to the LSCB and to review statistics of web site resources.
- 18.16 It is the duty of every staff member to ensure they maintain professional relationships with any pupil that might make contact with him/her outside of school hours, including on social networking sites, behaving and communicating with the dignity and decorum expected of a member of staff at Al-Noor Primary and ensuring there is nothing on the internet that might

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<sup>7</sup> The safe use of new technologies, Ofsted 2008

<sup>8</sup> Responding to eSafety Incidents, London Borough of Redbridge

compromise that, such as, for example inappropriate pictures or messages on a Facebook page.

## **19 Cameras and mobile phones**

- 19.1 No staff member is permitted to take pictures of pupils on their personal mobile phones or other such technological devices unless the school camera is unavailable and they have received express approval from the Headteacher. In that event they may take them only for school purposes and must not process nor transmit the pictures in any way but download them as soon as reasonably possible to the 'school pictures' folder in the 'Shared Resources' folder on the school ICT network and delete the originals from their devices.
- 19.2 No staff member is permitted to keep data on or pictures of any pupil on any personal device at anytime unless parental approval has been received.
- 19.3 A camera is kept for the use of the whole school in the headteacher's office. Another is also kept locked up in the Headteacher's office solely for the use of the EYFS class. This is used solely for school purposes, to take pictures of pupil work in accordance with the observation, assessment and recording procedures required by the EYFS framework for EYFS pupil learning and development.

## **20 Security**

- 20.1 We have an intercom system and camera at the main door of our school. We ascertain the identity of all visitors before allowing them into the building.
- 20.2 We have electronic locks on the doors in the reception area of the school. These are activated by reception staff when they allow people through the main door.
- 20.3 Once the reason for the visit is established, the visitor is asked to sign it, wear a visitor badge and take a seat in the waiting area.
- 20.4 All routes into the school are reviewed regularly and fences upgraded and repaired as necessary to ensure intruders cannot enter the school to jeopardise the safety of our pupils.
- 20.5 No un-vetted member of the public or school community is allowed access to our pupils. In order to have unsupervised access, a visitor must have evidence of a valid CRB check that demonstrates a lack of risk to children. They must also give proof of identity.

## **21 Lost Child Procedure**

- 21.1 This is a separate policy document – please refer to The Lost Pupil Procedure.

## **22 Policy Review**

- 22.1 The Board of Trustees monitors and reviews this policy and its implementation through its designated trustee for Safeguarding, Daud Juneja, also Chair of Board of trustees, and through its Education Team.
- 22.2 The policy will be reviewed annually. Trustees will be informed of any changes or amendments which they will need to agree. Then all staff members will be advised accordingly through staff meetings. A copy of the amended policy will be displayed in the staff room. There will be a whole staff briefing ever September and new staff will have face to face induction with the Designated member of staff, Someera Butt.

22.3 The number of child protection referrals will be monitored, together with the number of children subject to Child Protection Plans. The Designated member of staff will keep a list of children identified as 'in need' or 'vulnerable' and monitor their attendance, attainment, behaviour and well-being God willing.

21.4 **Review Date: September 2013**

**Signed on behalf of the Board of Trustees by:** \_\_\_\_\_

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **APPENDICES**

(Located in: main school policies folder; key folder for policy; staff handbook)

**Appendix 1:** Induction document for staff: 'What to do if you're worried a child is being abused', 2006, DFES

**Appendix 2:** Abuse descriptors/indicators

**Appendix 3:** Sites of physical abuse

**Appendix 4:** 'Service Thresholds and Descriptors 2009', Redbridge Children's Trust

**Appendix 5:** Nominated Safeguarding Children Adviser training certificates

**Appendix 6:** "Guidance on Safe Working Practices for the Protection of Children and Staff members in Education Settings"

**Appendix 7:** Child Protection Concerns Form

**Appendix 8:** Redbridge eSafety Strategy

**Appendix 9:** School Safeguarding notice for parents